Arizona
Response to Intervention (AZ RTI) and Title I….
A Paradigm Shift

Spring, 2012

Session Outcomes

By the end of this session participants will:

☐ Develop an understanding of the AZRTI framework

☐ Learn about a model for using Title I resources to implement the AZRTI process

☐ Review a self-assessment checklist

☐ Gain perspective on AZRTI implementation from the state level and site level.

According to Albert Einstein:

☐ "The significant problems we have cannot be solved by the same level of thinking with which we created them."

□ "What we need is a sustainable and coherent system of services that results in improved student achievement." Kukic 2011

RTI True / False

1. RTI is an effective instructional/intervention model.
2. RTI is a method of teaching.
3. RTI is a Special Education initiative.
4. RTI increases student academic & behavioral performance.
5. RTI affects all students in a classroom.
6. Full RTI implementation can take 3-5 years.

RTI True / False

7. RTI uses multiple data sources to determine appropriate interventions.

8. Staff providing RTI interventions do not need to be highly qualified.

9. Research says that if less than 80% of staff are on board, RTI will fail.

10. Title I can be an important funding source for RTI.

What is RTI?

Definition: "…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data." The National Research Center on Learning Disabilities

A means to incorporate best practices and a data-driven system that informs instruction for closing the achievement gap.

What is RTI?

- A multi-level framework used to maximize student achievement by providing support to students who are at risk.

- A process...Not a method of teaching

- It should be the most important part of a school's achievement improvement plan.

# RTI and Comprehensive School Reform

- Fullan has shown that real change is possible but only by taking a truly systematic approach. Senge and Fullan 2010

- RTI has been shown to impact continuous improvement requiring major shifts in school structuring, changes in the roles of staff and infrastructure (instruction, curriculum materials, assessment tools, use of data). Mellard, 2008

Linkage with Title I

- Purpose of Title I: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

- Title I provides funds to improve achievement of the lowest-achieving students – those who are failing, or are most at risk of failing, to meet State academic achievement standards enrolled in high-poverty schools.
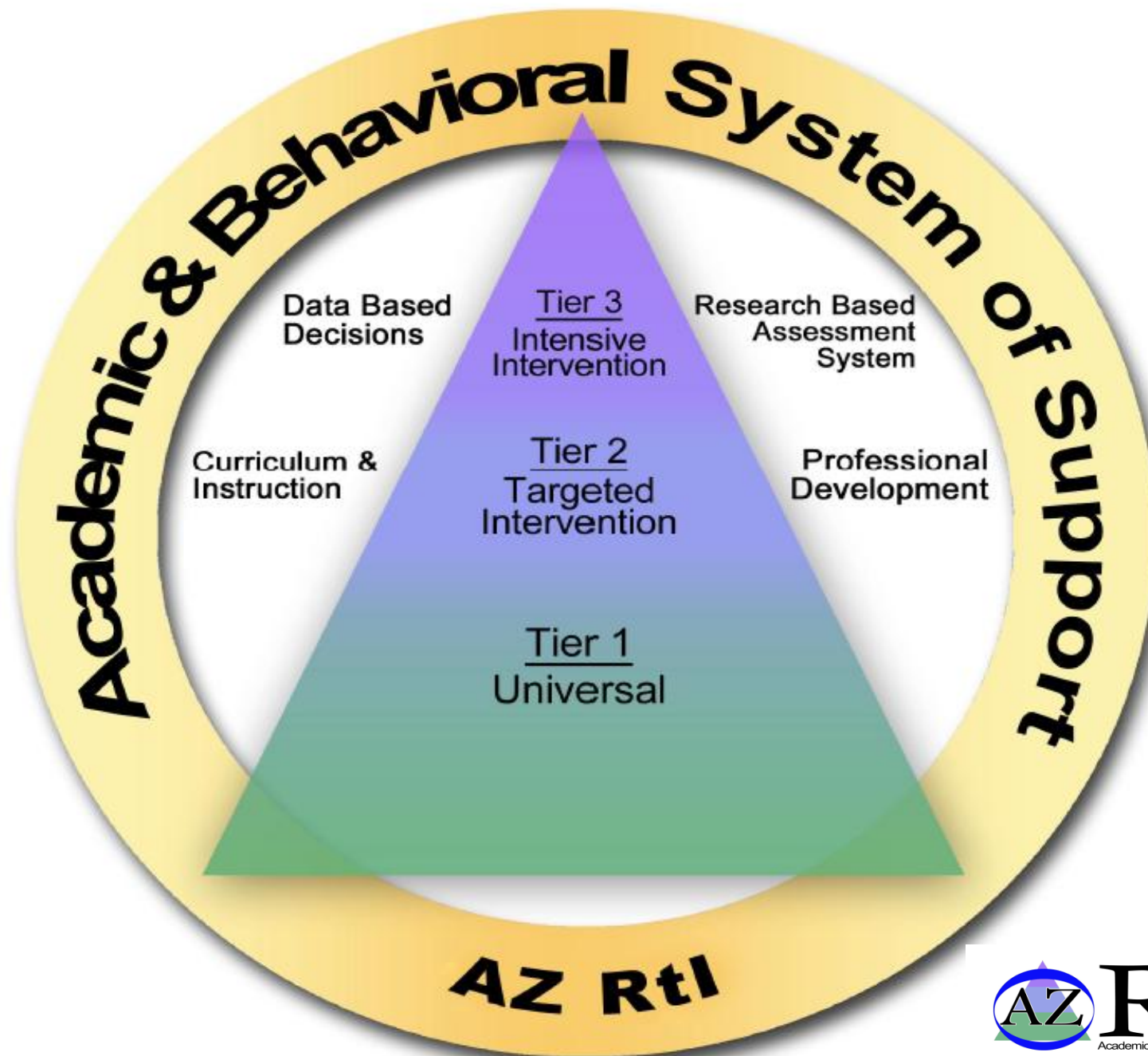
Three Tiered Instruction Model

Tier 1: Core / Universal Instruction
general education classroom w/ flexible grouping
grade level reading program
minimum 60 - 90 minutes

Tier II: Targeted Instruction
homogeneous grouping
focused supplemental materials, increase of time and intensity
additional 30 minutes per day

Tier III: Intensive Intervention
homogeneous grouping
sustained intensive intervention, increase more time and intensity
two 30 minute sessions per day

Components of the Arizona Plan

- AZ RTI is an initiative, not a requirement.

- Provides a standardized, clear definition of academic and behavioral systems of support.

- Utilizes a three-tiered model of universal, targeted and intensive instruction (evidence based instruction and interventions).

- Provides high quality evidence-based core curriculum.

- Students are screened (universal screening) to identify those at risk.

Components (cont.)

- Utilizes a comprehensive assessment system that provides critical data (outcome, diagnostic and progress monitoring).

- Employs a team process for helping children who fall below the decision points.

- Utilizes a system of checking the integrity (quality) of the intervention delivery.

- Parents are involved at each tier.

AZRTI:

Integrated & Sustainable System

Intervening Early	Multi-Tier Model	Groups are Fluid	Differentiation	Evidence-Based Practices	Data-Based Decision Making	Problem Solving	Family Involvement

Data-based Decision Making

- **Universal screening** Brief assessments that focus on critical academic skills strongly predictive of future growth and development and conducted at the beginning of the year with all students to identify students likely to need additional support. DIBELS/ CBM, AIMS Web, ORF "to filter students outside the normal range of distribution".

- **Diagnostic screener** Assessments conducted at any period when more in-depth analysis of student's skill strengthens and weaknesses is needed to guide instruction. Published norm-referenced assessments, sub-skill inventories (DIBELs is not a diagnostic assessment) "drill down"

- **Outcome assessments** To determine whether students have met grade-level expectations or have improved toward meeting those expectation. Proves bottom-line evaluation of the effectiveness of the instruction/program. AIMS PDA, Terra Nova, District "end of year", "after the fact" tests

- **Progress Monitoring** Assessments conducted a minimum of three times per year on a routine basis using comparable multiple tests to estimate rates of improvement. DIBELS "which students are making the benchmark/grade level expectations".. "A tool to help us keep our students on track."

- Assessment tools are available at http://www.rtir4success.org

- ADE has developed the AZRTI academic data storage site: http:www.azrti.com

Using Title I Funds to Support RTI

Factors to consider:

☐ Type of Title I school program:

Schoolwide 1, 2, or 3; Targeted Assistance

☐ Eligibility of students

☐ Supplement not supplant requirements

Eligible Students

- Title I Schoolwide school:

  Title I funds may be used to provide services to any student at risk academically.

- 3 SW classifications based on how funded:

  SW1 – Title I funds only

  SW2 – Federal funds only

  SW3 – All state, local and federal funds are consolidated

- Title I Targeted Assistance school: Title I funds only used to provide services to most academically at risk.

Supplement Not Supplant

- Title I has a supplement not supplant requirement
- The supplement not supplant requirement is intended to ensure that services provided with Federal Funds **are in addition to and do not replace or supplant services** that students would otherwise receive.
- RTI is a school-level decision. Can't be a district requirement if there are non-TI school.

Screening tools
generally NOT a TI $
Formative assessment –
depending on LEA policy

District level
PD including principals
Parent activities

Core Classroom Instruction for
all students

Supplemental materials
Support for teachers
 PD – e.g., Coaches
 Paraprofessionals
 TI teacher

TI Program
Assessments

Targeted Intervention

TI teachers
Paraprofessionals
PD
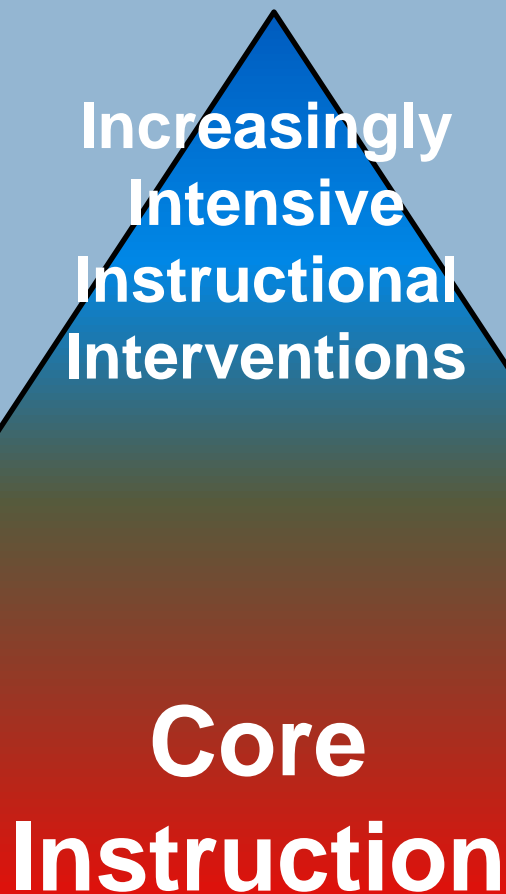Materials & technology

Title I Program
Assessments

Intensive
Intervention

TI teachers
Paraprofessionals
PD
Materials & technology

AZ RTI & Allowable Title I Support

Using Title I Funds for RTI in a Title I Schoolwide School that Consolidates Funds (SW 3)
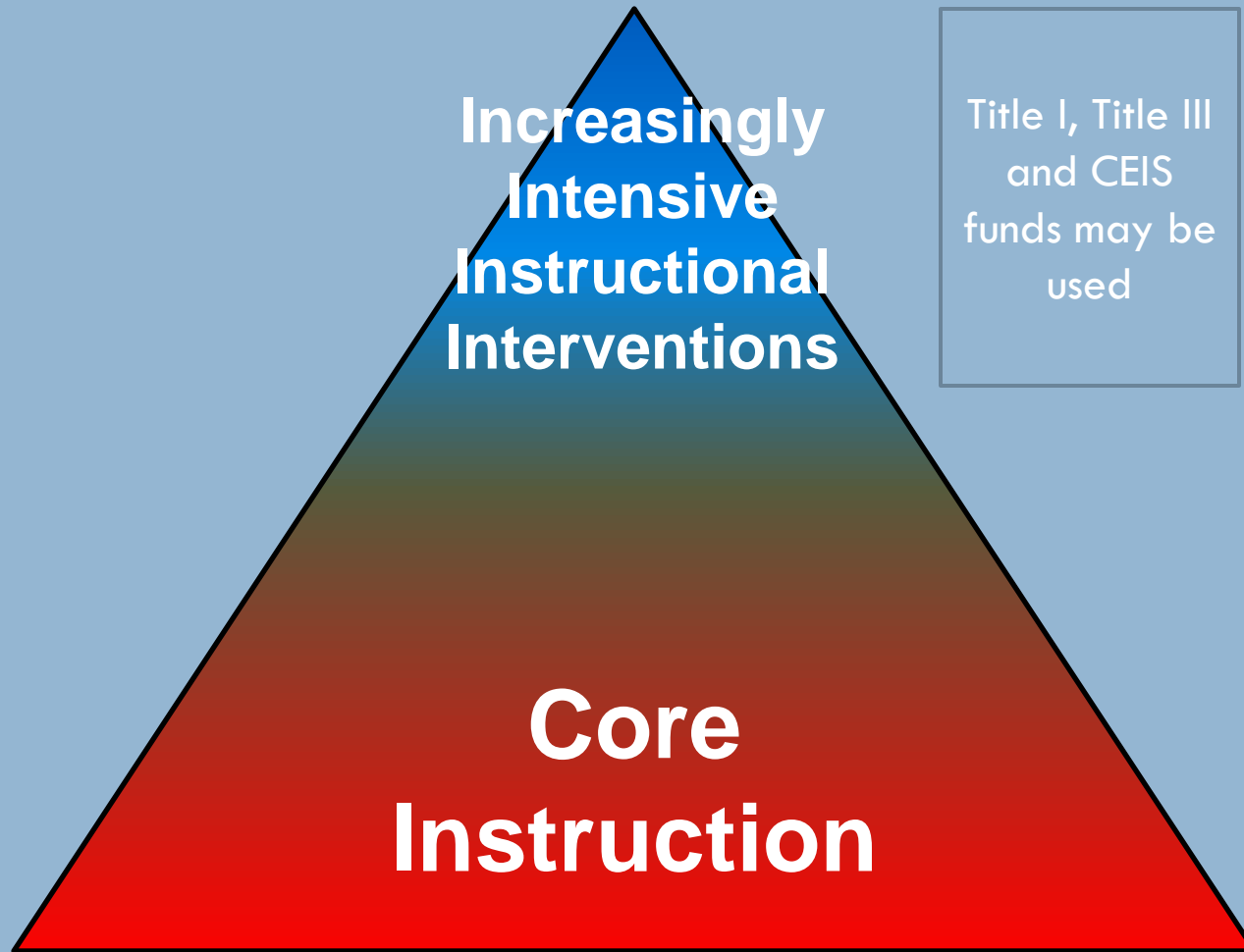
Increasingly Intensive Instructional Interventions

Title I, III and CEIS funds may be used at all levels.*

Core Instruction

A schoolwide school must receive all of the non-Federal funds it would otherwise receive if it were not operating a schoolwide program, including those funds necessary to provide services required by law for students with disabilities and LEP students.

Using Title I Funds for RTI in a Title I Schoolwide School that Does Not Consolidate All Funds* (SW 1 and 2)

Increasingly Intensive Instructional Interventions

Title I, Title III and CEIS funds may be used

Core Instruction

Title I – Yes

*The school must receive the amount of State and local funds it would otherwise receive if it were not a schoolwide school.

Title I Most at Risk

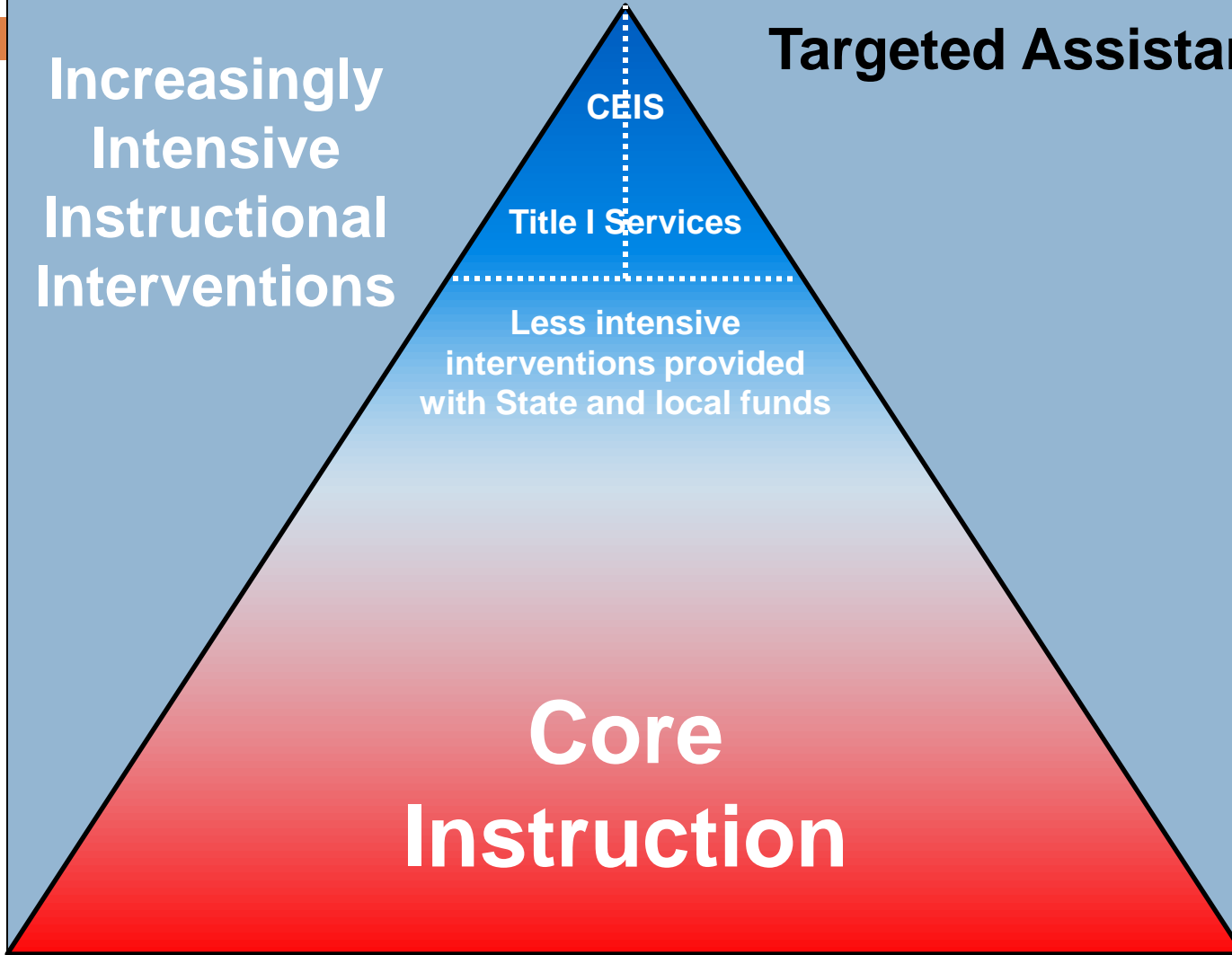**Increasingly Intensive Instructional Interventions**

Targeted Assistance School

CEIS

Title I Services

Less intensive interventions provided with State and local funds

Core Instruction

What Will It Take to Implement?

- Resolute leadership at both the district and site level.

- Site decision to fundamentally reengineer the resource deployment system previously used and to embrace the new reform approach with fidelity.

- Establishment of a collaborative environment. PLCs can be an important vehicle for change.

- Purposeful professional development.

- Site support for schools to ensure the transfer from research to practice.

What Will It Take to Implement?

- Commitment to strengthen the core instruction—goal of a minimum of 80% of students at mastery

- Ongoing collaboration between and across grade (content) levels

- Focus on implementing power standards – "need to know vs nice to know"

- Understanding that CHANGE is a process

Site Implementation Roadblocks

- Confronting the brutal facts--OWNERSHIP
- Getting the right people in the right seats on the bus
- Reluctance of staff to own the reasonability of focusing on their own learning and growth
- Maintaining an ongoing method of assessing RTI systems progress in the classroom and the school—FIDELITY

National Perspective – RTI Implementation

- Districts reported that the primary obstacles to implementing RTI are:
  - Insufficient teacher training
  - Lack of intervention resources
  - Lack of data
  - Lack of background knowledge
  - Lack of skills for tracking/charting student progress

    (Batsche, 2011; www.spectrumk12.com)

Why Pursue this Journey?

- Are we reaching <u>all</u> of our students?
- AZRTI structure provides time for instructional staff to work as collaborative teams for the benefit of ALL students rather than one teacher trying to do all the work by him/herself
- **It is the right work**

Research Support for RTI

☐ Compelling evidence that RTI is our best hope as educators for giving every student the additional time and support needed to learn at high levels. (Buffum, Mattos, Webber. *Educational Leadership 2010)*

Response to Intervention Checklist
Are We Ready?
A Self-Assessment Tool

Indicator	Yes	No
1. Leadership		
a. There is strong support from district and school administration.		
b. Administration has a plan for adequate resources (staff, time, materials, funding).		
2. Curriculum & Instruction		
a. All staff understand the components of the Title I program the school is implementing.		
b. The school has established a three-tiered system of service delivery.		
c. A high-quality reading/math core has been adopted.		
d. Highly qualified personnel exist with expertise and knowledge on research based practices.		
3. Assessment a. There is an established data collection and management system for screening, diagnostic, progress monitoring and outcome assessments. b. A plan has been developed to communicate with staff and parents the assessment system and results of data.		

Self-Assessment Tool (continued)

Indicator	Yes	No

4.   Data Based Decisions /Teaming
    a. All staff are on board with the AZ RTI concept, are willing to work together, and use data to make instructional decisions.
 	
    b. A leadership team has been formed to analyze building data and plan for the design and implementation of the AZRTI process.
 	
5. Capacity, Integration and Sustainability		

a. Personnel exist to collect and analyze school-wide data.		
b. Personnel exist to provide interventions for Tiers II and III.		
c. Schedules have been adjusted to make time for ongoing collaboration, training and support.		
d. There is an understanding that all professional development must be based on need, be inclusive of data analysis, effective program monitoring, and evidence based instructional practice.		
e. There is a clear definition of Tier I , II, and III – roles and responsibilities. f. Systematic methods will be used to monitor fidelity of the implementation of the tiers.		

Additional Information

- Contact:

 Noni Paris, Ed.D.

 Title I Education Program Specialist

 noni.paris@azed.gov

- AZ RTI website

 http://www.azed.gov/school-effectiveness/azrti/

- National Center for RTI http://www.interventioncentral.org